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Too much emphasis placed on oratory. Education rather superficial. Curriculum in schools lacked discipline and permanence of serious study.

End of Roman Education hastened by growth of Christianity. But first Christians poor and illiterate then more and more educated men became Christians.

They had to choose between pagan education or none for their children.

During 2nd century of Empire a school was set up in Alexandria trying to reconcile paganism and Christianity in education. By end of this century it was quite well established and gave:

Secular education together with Christian ethics and study of the scriptures.

Education from until Constantine until Break up of Western Empire

Rhetoric still all important. Sophists very popular. 313 AD. Decree of Milan ended persecution of Christians, gave them civic rights in Empire.

Constantine was also doing all he could to revive Pagan schools, seemed as though Paganism would triumph.

361 AD. Julian came to throne.

He was determined to reestablish paganism.

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Issued an Edict - which forbade Christians to teach in schools.

State must control schools.

Died 363 AD - beginning of end of paganism. Decline of pagan schools was noticeable.

Christianity more widespread.

State interest diminished and support withdrawn.

Decline of Roman Empire set in.

Taxation heavy.

Education suffered.

Policy was retrogressive. Salary for teachers no longer guaranteed.

Christian schools growing. Christians more educated. Great value in pagan work, but it didn't fit in with teaching of Jesus.

Schools slowly progressing, no definite policy.

Pagan schools gradually faded out.

R.E. weakened & faded, barbarians then swept away all traces of Roman ed.

Jewish Education.

Hebrews originated from Ur of the Chaldees.

Abrahamic religion arose from there.

2000 B.C (about)

Emigrated to Canaan.

About 1,490 BC - 1320 BC They wandered
Emigration from Egypt under Moses

Moses most exalted figure

Idea of one God came from him - for all time
and all nations. God was a spirit, but was
a rather human God, stood greatly in awe of Him
demanded obedience of all men to the law.

Great step forward - One God.

Chosen was misinterpreted by Jews. They were
chosen to do a work, and not elect people

Based whole life on Jehovah and the law.

Law began with commandments - Divinely inspired
From commandments evolved whole ecclesiastical
and legal procedure.

Law was very valuable because it preserved great
unity in race. Preserved their character.

Preserved their belief of one supreme God.

Up to time of Christ they had theology and law
bound up together. Deuteronomy 6.

Tribal system. Family life was all important
believed father and mother were divinely
appointed teachers.

Law placed responsibility on parents for moral
and spiritual well-being of their children.

"Thus parent and child were united in

a common bond - the one to the other and both
to God - for God himself as father of the race
was supreme and required implicit obedience
from his children."

Domestic tradition grew richer and fuller
and though in pre christian times culture was
restricted to upper classes: - priests, scribes,
prophets, pharisees, ~~at~~ whole nation lived in
atmosphere of religion and morality and
so everyone shared in education

4 main periods BC.

1) From emmigration under Moses to Samsel (164300)
largely wandering pastoral race.

Whole time taken up to settle in their country.
Tribes quite well connected internally but not
a lot tribe between tribe.

Some tribes lapsed into idolatry.

Levites (priesthood) - all levites not priests, but
could only be a priest if you were a levite.

Levites distributed among tribes - helped to
maintain traditions started by Moses.

All instruction in home by parents.

Boys were all important, especially at time
of prophets

Boys received thorough training in laws of Moses

and stories of national history
Members of priesthood could write, but only used
for writing out law.

2. Time of Samuel until 538 BC. (return from Captivity)

Had become agricultural people as well as pastoral.
Lived in villages & cities.

Closer communication between tribes, exchange
of ideas

Instruction still at home. Boys always with fathers.
Girls trained at home - cooking weaving etc.
Music & dancing and song was practised
Psalms were composed during this period.

Temple erected - gave further unity to religious
belief, intensified religious feeling.

Priesthood gradually extending law

Many Scribe Levites were engaged in copying out law
lawyers & grew out of this as they couldn't help
thoroughly learning law. They advised laity

Rise of Prophets. Early prophets were uneducated
later intellectuals

Communities of these men lived together.

When they became more intellectual they studied
law and all aspects of theology.

"School" of Prophets

Prophets not Levites but they preached to
people. Wider in thought thought of other races.
The masses were still domestic

Some prophetic words were written down - beginning
of literature. More attention paid to reading & writing
Some of this learning must have reached ordinary
people because Amos was of the people.
Out of this arose great literature.

3. Rebuilding of temple (516) to Birth of Christ

Inspired religion afresh. Religious fervour.

Religion had been imperilled by captivity.

Prophets had left rich inheritance behind.

Anyone who could read could have access to
writings. They were read frequently in
temple - had great educational value.

Aim of prophets was to bring people back to
original conception of all powerful God, and

All nations to be brought to God.

Literature accessible to everyone could always
hear it in temple.

Scribes were legal and learned class.

They expounded & explained law when
necessary. were on the whole good

lawyers. Talmud - Jewish Book originated

from them, arose out of discussions. A collection of early biblical discussions, result of generations of teachers who had devoted lives to scriptures. Encyclopedia of law. Throws light on Jewish thought. Scribes chiefly taught in porches of temples. Synagogues were springing up in towns & villages.

Each synagogue had a collection of scribes almost a school, many known as Rabbins. Young men of upper classes who wanted to be scribes went to the Rabbins.

Ezra 4⁵⁸ BC. At this time synagogues firmly established & law read and explained weekly. Services of prayer & praise & then law read. About 200 BC. Existence of schools for children - not in separate buildings, (doctors & scribes helped the children. Beadle (attendant) taught children during week, education only concerned with the writings.

Macabean Revolt 167 BC Evidence of instruction in 3 R's.

Time of Christ a good deal of instruction but still in synagogues.

IV Birth of Christ Onwards

Majority of Jews still couldn't read or write AD. 70. Primary schools became general, before schools had been for boys of 14.

Destruction of temple helped this.

Edict that there must be a school where there was a synagogue, education free for everyone.

Instruction began at 6 yrs Boys.

- 1) 6-10 yrs. Writing & simple arithmetic. But mainly studied law (Pentateuch); ∴ had to learn to read. Mostly learnt by repetition.
- 2) 10-15. Continued 3 R's.

Studied first part of Talmud

13 yrs Entered into rights & duties of full grown Israelite.

15 yrs Studied rest of Talmud until it was complete learnt 18 by heart.

Lessons of morality and Chastity were emphasised. In some school studied astronomy & natural sciences and maths.

A few schools, were still connected with temple, of further education.

Girls didn't attend school. - No State system for them, but had great instruction of arts of house.

Early Jews valued ed. very much.

From Talmud: "The world is preserved by the breath of the children in the schools."

2) A town in which there are no schools must perish.

Jerusalem was destroyed because the ed. of the children was neglected."

Children very often out of doors
Teacher often sat on ground or raised seat with pupils round him

Number of school hours limited. In summer about 4 hrs at school.

Jewish teachers believed reciting ~~by heart~~ gave fluency and impressed in mind.

There were punishments but not very harsh.
~~Jewish~~ Hebrew Ed was narrow and in time lost a good many spiritual ideas & became formal as the religion did.

Early Christian Education.

With coming of Christ a new ideal came into world and with his death and resurrection a new idea of future life was born.

If resurrection had not been Christianity wouldn't have lived.

Terrible Christian persecution. 313 AD. Decrees stopped persecution & gave Christians civic rights.

363 AD Christianity completely accepted
Church still had no educational policy.

Policy of all conflicting ideas of Christians had to be worked out.

Still being educated in Pagan schools.

Could they reconcile Pagan teaching as well as Christianity? Many found it difficult.

~~Jewish~~ Never any place for military exercise or P.T. but they had discipline.

Jews faithful to conception of ordered life.

Many Jewish Christians realised wider conception of life that Jesus brought.

Jewish discipline had effect on ed.

Instruction in doctrine and church ceremonies.

Rigid discipline in conduct.

Intellectual & physical got rather left out.

Early Christian ed was nearer to Jewish than any other.

Preparation for some future state.

Everything connected with world was evil - monasticism.

Struggle between liberal ed. of Greeks & ascetic

of Christians (giving all of this world).

Uncertain struggle for long time, on whole Greek fathers

Defended learning

Roman fathers rejected ~~st~~ learning

Ideals of greek & Roman ed. were for few. So many rejected it because they had never been offered it. Christianity offered to all especially the poor, could be educated by the Christ's teaching.

Barbarian invasions swept away Roman schools and left way clear to Christianity.

Teutonic tribes came under influence of Christianity. Dark Ages until 11th Century - mostly barbarians with little ed.

A few isolated Christian scholars saved a little learning but not by any policy of church.

5th - 11th Centuries. Church indifferent to education.

Eventually undertook business of education.

Compelled by force of circumstance :-

- 1) Clergy needed to study sacred writings & ceremonies
- 2) As services became set Latin was necessary to follow them.
- 3) Some church men who began by studying scriptures went on & cultivated a more liberal learning and it was them that kept learning alive during first 1000 years AD. but it had distinct religious bias.

"The other worldliness" = preparation for later state

School at Alexandria established by greek philosophers c. 179 A.D. For training of converts to Christianity = catechumens School - catechumenal school.

Later catechetical schools for training of clergy - for runners of episcopal schools. These schools kept alight any learning in 5th & 6th.

Some time during this period church made law that all clergy must be trained properly under church supervision.

Greek Christian fathers

Many had been philosophers and earlier ones had received pagan ed. All made some attempt to reconcile greek philosophy with Christian teaching.

Justin 100 - 175 AD.

Clement c. 160 - 215 AD. At Alexandrian school

Origen 185 - 254 AD.

Tried to reconcile faith and reason - used Plato.

St Basil 331 - 379 AD

Gregory of Nazianzus 325 - 390 AD.

St. Chrysostom 307 - 411 AD.

hoped to reconcile faith and reason that if necessary would sacrifice liberal education for a christian one.

Patullian

Jerome

Augustine Hostile to Pagan ed: but had been teachers of oratory and rhetoric.

Monastic Education

Began about 6th century, went on to 1539 - Dissolution of monasteries.

linked with Early Christian ed.

Origin chief idea = monasticism

asceticism - preparation of athlete for physical contest

Aim "Subjection and disciplining of all bodily desires and human affections in order that the mind and soul may concentrate on the higher life".

Found in most religions ∴ in Greek, Persian, Egyptian and Jewish which Christianity met

Contempt of pain and death directly stoic

Customs of silence and submission of physical nature from Pythagoras

From cynics got neglect of obligations to society.

All these ideas in Christ's commands.

Rigidity interpreted commands of Christ and these ideas fuse together in monasticism.

305 A.D. St Anthony went to shores of Red Sea and devoted life to penance and hardship. Took others with him.

296 - 373 A.D. Athanasius. Founded community in Rome.

340 - 420 Jerome Also gathered group of ascetics. Beginnings of monastic orders.

Many men joining these communities were not scholars and illiterate. Indifferent to learning except what was necessary for study of scriptures. Until 8th at least, except for training of monks and any youths offering themselves for monastic life, monasteries made no provision for schooling of any kind.

529 A.D. Benedict. Founded order and monastery of Monte Casino. Drew up rules. Most distinctive feature = insistence on manual work of some kind - beginning of recognition of crafts which were built up by the monks.

Lettering and illumination, weaving, leather and metal work as well as building and digging.

Benedict renounced all learning but made provision for monks to read scriptures for 2 hours a day.

Made rules for reading of the day. Read writings of early Christian fathers. Church's year being built up.

540 - 604 Pope Gregory - completely indifferent to any learning - established a song school - schola Cantorum - Those in it must learn reading, writing and music.

c. 450. Cassiodorus - had been a politician and had

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been interested in Roman ed. On becoming a Christian planned to found a Christian school in Rome where ordinary ed. could take place along with Christians. School never founded. Renounced world instead because disgusted with corrupt life.

Gathered a group of men in S. Italy. Drew up system of ed. for monks following Plato. First Trivium - grammar, rhetoric & dialectic. Then Quadrivium - arith, geom, music & astronomy. = seven pillars of wisdom.

570-636. Isidore - Bishop of Seville.

Wrote 20 volumes on ed. Called origins.

First 3 deal with 7 liberal arts (-: must have heard about Cassiodorus) Although incomplete origins were used until Middle Ages.

No idea of general education before Charlemagne, not even in monasteries. People barbarous. : church cannot be held responsible for lack of ed.

In Ireland there was education in monasteries.

Adams said "Every monastery was a school and all education was either in the monasteries or under the direction of the monks." However monasteries were only schools for monks.

Summary of contribution made by monks to ed.

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1) Kept alive idea of discipline of physical nature for sake of growth in moral and spiritual power - eg. morals of chastity and obedience.

2) Every monastic rule either authorised indirectly or commanded directly. The study of lit: (often only sacred lit.)

3) Therefore monks had to learn to read. : books necessary. : had to be made. : writing must be taught.

4) The copying of manuscripts and holy scriptures not only kept alive art of writing but developed the art and craft of lettering, illumination and book craft.

5) Various crafts were encouraged and developed.

6) Certain amount of calculation would be required (only done by a few monks)

7) The monasteries did collect and preserve, largely by recopying, many books. : they preserved such ancient learning in lit: as remains today.

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English System of Education

Administration:-

Ministry of Education - Responsible for Ed. of country.
Has power to open or close schools. Minister changes with election but not rest of workers, Minister has to be advised by people at ministry -

Ministry works through Local Education Authorities.

Inspectors go between the two

There are voluntary schools as well

Can have recognition but not be grant-aided
If not grant-aided Inspectors can't lay down law

Ministry concerned with policy of education and L.E.A.'s concerned with carrying it out.

Education Act 1944 with R.A. Butler as Minister

Board of Education became known as Ministry of Ed. which through L.E.A.'s controls the whole of publicly aided education, except for universities which remain independent and receive their grants direct from the Treasury

Act states that minister must appoint two central advisory councils:- one for England and one for Wales. Councils advise minister on educational theory and practice. These councils may take the initiative in making suggestions and recommendations to the Minister. Minister is a member of the Cabinet.

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Parliamentary Secretary to Minister is second in command and must be an M.P.

Ministry comes under civil service.

Head of permanent staff is permanent secretary of Education.

Welsh Department has own permanent secretary and deals with whole of Wales.

His Majesty's Inspectors act as liaison officers between and Ministry and L.E.A.'s. They have headquarters at ministry. Directly responsible to chief Inspector who is responsible to minister and stays in London.

Separate inspectorate of Wales

3 main duties of Inspectors:-

1) To inspect schools and make a report on their efficiency. Inspectors have now to have taught, and criticism is constructive and not destructive so Inspectors have to know very much more than in 1943.

If it is a full inspection with specialists in certain subjects they are obliged to give school 10 days notice.

But if it is just a day visit there need be no warning.

Heads have full report.

2) To act as liaison officers between ministry and L.E.A.

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that is to report to ministry from the knowledge they gain in their respective districts and to advise the L.E.A.'s about general policy.

3) To advise ministry on matters of educational theory and practice, that is the inspectorate is mainly responsible for the various pamphlets issued by ministry and in particular "The Handbook of suggestions for teachers".

Medical Officers of Ministry are responsible to chief medical officer of ministry but he is also the C.M.O. of Minister of Health. There is a senior medical officer at Ministry of Ed.

Ministry of Ed. has no jurisdiction over universities but it is jointly concerned with them in the training of teachers, the provision of adult Ed. and also the award of State scholarships and Bursars.

Ministry not responsible for approved schools they come under Home Office. Nor for education in forces.

Jointly responsible with ministry of Agriculture for technical education in connection with agriculture.

Large museums are under control of ministry.

Arts Council of Great Britain is now receives grants direct from treasury.

Schools can apply for exhibitions to be shown.

Local Education Authorities

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May be whole county or County borough. Every L.E.A. must establish one or more education committees, which is responsible for all educational work within the borough or county, but Estimates and matters concerning finance must come before local finance committee. The majority of people serving on Education committee must be members of the council (which are locally elected), but it must also include a proportion of persons who are not members of the council but who have knowledge and experience of education in general and the educational conditions of the area in particular.

Every L.E.A. must have a chief education officer, appointed by the authority, short list has to go to ministry.

Many authorities appoint organisers - in P.E., music, art and craft, and in rural districts - horticulture.

Job of organiser is not to inspect and report to the authority, but is purely advisory.

Organiser must always build and help, give demonstrations etc.

Authorities inspectors - between an organiser and H.M.I. responsible to authority, when H.M.I.'s wish for general inspection they would arrange through their inspectors.

L.E.A. in general appoint teachers and provide salaries. Every L.E.A. must see that full provision is made in its area for primary, secondary, and further Education (3 stages of Education)

Many counties are too large for one administration only. So in 1944 act Divisional Executives came into being. Individual country districts - might be Boroughs, Urban or Rural districts, to these divisional executives is delegated functions related chiefly to primary and secondary education though they may deal with further education by consent of the Minister of Education. These are ultimately responsible to L.E.A.'s, (usually over matters of finance)

Every county council large enough to have Div. Executives was by the Act required to submit a proposed list of divisional executives, this did away with incongruities.

Boroughs and Urban District councils with a population in 1939 of not less than 60 thousand were allowed to prepare their own schemes but only in respect of primary and secondary education (excepted districts)

All Div. Executives have a Divisional Education Officer and permanent staff. — have no say over finance. All plans have to be submitted to county

council. Functions vary.

Voluntary Bodies

Have played vital part in Education particularly Church when State was not interested in Education.

Independent schools - come under this - founded and provided by private individuals. Must register with Ministry and must be inspected - Would not quarrel with system as long as result is satisfactory.

Nursery Schools.

Primary Education is education of all young children up to age of 11.

Before age of 5 attendance is not compulsory.

Duty of L.E.A. to make special provision for younger children where it is likely to be needed.

Nursery schools are not compulsory.

Provision can be made by either by a nursery school or a Nursery class.

Ministry give preference to a nursery class.

Nursery school - self contained unit of not more than 40 children.

Nursery classes comes part of infant school and children are pushed into work.

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Proposals for nursery provision must be included by L.E.A.'s in their Development Plan, which under 1944 act they must submit to Ministry. After Act a consultative committee on Nursery Education has been set up - see Nursery notes.

Infant and Junior Schools.

Either Infant schools, Junior schools, infant & junior schools or special schools.

Special schools - schools which provide special educational treatment appropriate for pupils who suffer from any disability of mind or body.

Primary schools maintained by an L.E.A. and not Nursery or special schools are to be known either as County Schools if they were established by an L.E.A. before the act, or voluntary schools if they were established otherwise than by the L.E.A.

Policy of Ministry to improve standards of accommodation and to reduce classes to a maximum of 40.

L.E.A.s must make a complete survey of Primary Education and include this in their Development plan. Definite regulations about buildings have been laid down. L.E.A.s must make every effort to conform to these as soon as possible.

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Voluntary schools.

1) Controlled.

Maintained financially by L.E.A. salaries, buildings etc. $\frac{1}{3}$ of governors may be foundation bodies.

$\frac{2}{3}$ may be appointed by the L.E.A.

2) Aided :- partly maintained by body which founded them and partly by L.E.A. Salaries, stock, fuel & light provided by L.E.A. half cost of maintaining building and bringing it up to required standards must be born by foundation.

3) Special agreement schools - everything in common with aided schools but may be special agreements. Governors of schools $\frac{2}{3}$ foundation $\frac{1}{3}$.

Handkerchief Drill - training in correct use.
Care taken over kitchen cleanliness

Regular ~~hand~~ hand washing.

Children & staff rigidly excluded when suffering from colds

5) b) Bowel to mouth infection.

Taking in to mouth germs, which are always from Excreta. Result of it is Dysentery, enteric fever, gastric infections, and probably I.P.

Can only be introduced by infected hands, food drink, or eating utensils

c) Direct contact - much rarer than it was, largely due to more adequate inspection, and exclusion and new drugs.

~~For~~ Safety First has helped enormously in saving lives

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- 3) Achieved by frequent medical inspection
Training in good health habits
Strict supervision of all staff
Seeing teachers in training thoroughly understand
way in which infection is spread

Spread of infection:- a) Inhalation.

b) Ingestion

c) Inoculation.

a) Coughs, colds and all respiratory diseases
and nearly all common fevers are spread
by inhalation. Germs inhabit nose and throat
All germs are present but in course of time adults
~~become~~ build up immunity.

(Close contact with cough, sneeze, and hands that greatest
danger comes

Fresher the air the less power germs have.

The younger the child the more vulnerable he is.

Argument in favour of separate nursery school
" " " of keeping infant classes
small and ^{separating} ~~widening~~ age range in each
group.

Precautions - have infants out of doors as
much as possible.

Spacing as widely as possible during meals
Insuring adequate ventilation.

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Provision for damp clothes etc.

~~But~~ Balanced meals, fresh food, milk for vitamin D.
Calcium and phosphates to prevent rickets, make strong
bones and teeth.

Balance between rest and exercise.

Unless body muscles are rested and exercised
they will not develop. Infants feel the need for
exercise as do nursery children, and like them
they know instinctively how best to develop
those muscles. No amount of former exercises
and 'drill' with therefore ~~be~~ as beneficial as a
child's own unrestricted play, very rarely does
a child under 8 years of age attempt any
muscular feat beyond their capacity.

Small child needs SPACE and plenty of
apparatus to climb, push, pull. Infants still
need water play, sand etc.

Active child will need periods of rest and
relaxation. Simple crafts, jig-saws - will
provide rest for large muscles and yet
activity for smaller muscles. Stories provide
physical rest.

2) Achieves in same way as nursery school.

Adequate provision for washing, tidying etc.

Education of parents. Medical inspection with parents.

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Leaflets and illustrations by C.M.S.

P.U.S. Leaflet

People of the bible - carnival publications

Jesus our friend - " "

The good news - " "

Bible pictures - C.M.S. Luttenworth press.

Health Education and Physical Education in Infant School.

Health Education.

Bound up with healthy living - depends on Heredity and Environment.

School life can help environment a great deal,

e.g. Nursery schools.

Growth of body and mind is a single process, impossible to consider one without the other.

Aim :- A means of providing for the growing child (without over stimulating him), the fullest opportunities of physical and mental activity.

Other aims :- 1) To promote good health and the right attitude towards health.

2) To secure good habits.

3) To prevent infection and unnecessary loss of life.

1) Achieved :- by adequate shelter and the maximum of fresh air and exercise.

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miracles

Christmas - Jesus' birthday.

Easter - ~~DE~~ Jesus died & went up to Heaven. Not necessary to dwell on cross. More interested in Jesus going up to Father.

Spring - time. flowers coming again. Tree as example. Easter - garden. Jesus coming back to see disciples (older infants only).

Whitsun - White Sunday. Not really necessary.

Dramatization and illustration

must be done with discretion.

Children won't mind children portraying Christ, but headmistresses might object and story can be over-dramatized and make children frightened.

Illustrations - either at end of lesson. Maybe give up one bible lesson and ask them to draw one picture of something they have learnt lately.

Suggested hymns - S & P.

352, 353, 354, 355, 361, 363, 366, 368, 375, 383.

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Morning Assembly.

Simple in Nursery class :- prayer & perhaps a hymn
Children from 6 or even 5 enjoy morning assembly.

Some nursery classes have assembly later in morning,
but only at very early age.

Children of 6 or 7 take full part. Let children have
some part in prayers. Amen - Thank you to God

Hymns suitable :-

Jesus friend of little children (omit last verse)

Loving Shepherd of thy sheep (some verses not suitable)
Hymns should come first - Don't worry about singing
out of tune

Lord's prayer can be said.

Children pick up prayers very quickly

Scripture period :-

should follow assembly

In the form of stories, passages from the Bible can be
read as an illustration to the story

Cambridge Bible.

Illustrations play an important part in scripture stories
Flannelgraphs.

N.T.

The stories which Jesus told

O.T. The stories which Jesus' mother told him

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If the growth of the child is to take place on
these lines he must be assured of 3 things :-

1) Security - infant school tries to provide a
harmonious background with opportunities for
development. Infant educationalists study the
situation from the child's point of view

2) affection - infant school tries to deal tactfully
with problems of behaviour.

3) Opportunity for effort affording experience of
achievement suited to his stage of development

Anyone wanting to teach successfully must
learn to recognise the individual differences
in children. All teachers should possess some
knowledge of intelligence and the knowledge of
methods of measuring it

Books "Play in the Infant school" E.R. Boyce, Methuen

"Modern Education of young children" by Nancy Latty

"Handbook of suggestions"

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Infant school gives him rich play experience, centres of interest that will ensure that the child's ability to observe, to concentrate, to remember will develop because they will appeal to his spontaneous interest.

3) Emotional Development

Infant school gives opportunities for play which affords best outlet for emotional energy and exposes and overcomes fears and frustrations. A child must also learn to experience feelings, to express them and to control them and he does this best through play.

4) Social Development

= the process whereby the child learns to adapt his behaviour to meet the demands of society. Before a child can participate in group activities he must be self-reliant and independent and play does help him in this.

The infant school gives the child small responsibilities e.g. waiting at table, tidying his things, helping to keep classroom tidy, and these are experiences which are of great value. They are so simple and yet necessary and, on the whole, the child sees the need of them and therefore develops social consciousness. He learns first to share in play, to make do and to help others.

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the skills of reading, writing and arithmetic. This grounding is to be taken incidentally.

2) The child must be regarded as a growing individual. Therefore the function of a good school is to set up an environment which will provide for his satisfactory all round growth.

3. The child's development is 4-sided.

- 1) Physical
- 2) Intellectual
- 3) Social
- 4) Emotional

The school must provide for this.

1) Physical Development

- a) School medical services and meals
- b) Physical education
- c) Ample space and plenty of opportunity for movement and spontaneous play
- d) Opportunities for daily play with crude creative materials (sand, clay, water, paint, scrap material for free construction - wood, cardboard etc.) (continued to age of 7 & 8)

2) Intellectual Development

The child learns by doing and in doing not only uses & develops his physical powers but also his intelligence.

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Rec But plan

Construct a stimulating environment suitable for different age groups by provision of toys & materials then to leave children to use them freely and so work along lines of individual and group interest.

Learning by doing - activities

Place for formal teaching, directed and free activities in infant schools. Arises from child wanting to know how

During Day they should have a time when they can do things & move about freely

Nursery class is run on nursery school lines
Reception class

plenty of outdoor and free play but some of the apparatus will be definitely built up with a view to give pre-reading, pre-writing & pre-number experiences

6-7 year olds

At least an hour of free play in the morning if possible and some part of the afternoon

Afternoon should have music, story & walks

Points to remember in all infant work

- 1) No longer is an infant school regarded as a rigid institution where children are grounded in

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Knowledge comes through doing

Makes provision for muscular and physical activities

Learns about everyday things

As a child 'plays' he exercises deepest concentration this is beginning of learning & investigation, early activities must be chosen by child because he only knows what problems he must solve.

Too much apparatus leads to negative results

Dictated activities are worse than formal lessons.

Gives the child no scope.

Project - attempt to give children opportunities to learn in school through the interests of their out of school lives by solving problems presented by their environment
Children initiate project & work it out tog.
Project ends when children are satisfied and when they tire

Danger - not reasonable either to suppose or insist that a group of 30-40 children under 7 should all be interested in one problem for any length of time.
Children of infant school age are not ready to co-operate in large numbers.

Leads over organisation & too much teacher direction.

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- c) Those which have a & b
- d) Those which have neither

Premises & equipment

Sunny, well lighted, airy & well warmed

Spaciousness is important

Child needs room for purposeful activities.

Furniture - light, easily handled, right size for child.

Central hall a good asset, but not essential if there is a piano in each classroom.

Cloakroom - syrabols still used

Decoration & general appearance should be bright.

Playground is important. P.E. should always be outdoors

Plot for gardening & covered sandpit.

Climbing frames etc still used.

Training should be adapted to needs of child.

- Imp (Child must be treated as a person
- { Must learn from experience.
 - { Develop in his own time.

Curriculum is dynamic & not rigid, grows out of daily experiences of child and satisfies his need at a particular time.

Subject matter is no longer all important, but child activity is - chief characteristic of a child

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must have large enough room, numbers limited.

Class part of same building as school

Permits must be got & buildings visited before N. class can be started.

Building of N. Schools encouraged.

Advantages

Children move naturally from nursery class to infant school with which they have become familiar.

Headmistress keeps class as separate from infant school as possible.

Nursery class does not work so much with Ministry of health as N. School does.

INFANT SCHOOL

Types :- 1) Those which are self contained separate units

2) Those which are attached to a junior school and under the same head-teacher

3) Completely unreorganised have children 4-15 under same head

1) can be subdivided

a) Those which have nursery class attached

b) Which retain children of 7+

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1.0 - 2.0. Cloakrooms and free play tailing off into sleep period.

2.0 - 3.0 Sleep period.

3.0 - 3.30 Free play while others wake up.

3.30 - 4.0 or 5.0. Story & free play till time to go home

Mothers should fetch children at about 4.0.

Great deal of clearing up to be done after children have left, such as mending toys.

Books

"Report of Consultative Committee"

"2 - 5 years" leaflets published by Stationary Office.

"Handbook of suggestions for teachers"

"Nursery Years" by Susan Isaacs.

"Play in Childhood" Margaret Lowenfield

Nursery Class.

Attached to an infant school under same headmistress

A child may not be admitted until age of 3.

Originally arose in densely populated districts.

Not necessary for qualified nursery school teacher to be in charge, can have infant teacher.

Aims Those of N. School in miniature.

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If teacher shows she can't understand what child says then he will learn, but he must not be made conscious of defects in talking.

As interests increase so does vocabulary. Can talk about coal-mine coming etc.

but in N.S. conversation mainly between teacher and individual.

Record of physical and mental progress of each child kept in N.S.

Daily programme of a Nursery school.

about 8.30 Entrance.

8.30 - 8.55. Cloakrooms, supervision, children come into playroom and start play with toys which are out. mostly muscular play.

8.55 - 9.0. Registration of some kind.

9 - 9.30. Most schools have some sort of service.

9.30 - 10.30. Out of door play preceded by lavatory supervision

10.30 - 10.45. In again for play, milk.

10.45 - 11.30 Free play.

11.30 - 11.45. Story or music.

11.45 - 12.0. Washing, lavatory, & preparation for mid-day meal.

Then grace and the meal.

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Stories about animals, home and everyday experiences good and enjoyed.

Stories often asked for again and again. Better to have a few stories you know very well than a lot of fresh ones.

Stories suitable. —

all traditional fairy tales (not told so dramatically that they frighten)

Only simplest of Hans Andersen and Grimm.
"Stories to tell in the Nursery school" — by Lilian Mc Grah.

Beatrice Potter — rather doubtful.

Dramatization must be spontaneous.

Conversation & speech

Children talk more freely with free method.

Take genuine interest in what child does. When child will talk freely.

Nursery teacher should never be too busy to talk with individual children in a natural way. Teacher won't instruct them how to speak but will rely on desire to make ideas known clearly. May supply words which are needed now and again. Clarity children must. Mispronunciation occurs and has to be tackled carefully.

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games. "ing a ring a roses" etc. Usually prefer to dance to music. Should get different kinds of movement with help of piano. Fast & slow, loud and soft. Can use travis, faeries, giants etc. Can recognise skipping, walking, running from music which must suggest these movements.

1. Lesson should be enjoyed

2. Children must move

These are the two factors which make a satisfactory music and movement lesson.

Children should be encouraged to move in different ways.

No formal P.T. in Nursery schools.

Bean bags and large balls sometimes used. Need corresponding rest period following physical exercise.

3. Stories Conversation & speech

Good deal of guidance needed, stories carefully chosen, should be —

1) simple & clear.

2) brief

No long descriptive passages.

Teacher should know her story thoroughly. i.e. teacher may read it but must have prepared it; best to tell story.

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for this. Mid day meal important should be drinking water available should be balanced. Children learn use of spoon and fork, how to pour and help themselves and each other. Do not eat with grown ups. Must put up with certain amount of bad manners. Eating most important, good manners come next. Children learn from each other and manners come gradually. Sometimes good plan to ask parents to watch meals.

2) Sleep ~~period~~ period.

Generally follows short free play period after lunch. If child needs rest at any time during day let him lie down. Length of time required varies according to age and with individual children. With two rooms some children can play while others sleep. Sometimes children afraid to go to sleep at first.

Nursery school should keep sleep charts.

2. Music

Music and movement are inseparable. Movement can mean singing, dancing, beating time.

Music can be used as a background. Should give children good music whether classical or nursery rhymes. Simple singing

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Directed Activities

To give definite framework to group activities a certain number of directed activities are necessary. Children are conservative and these directed activities should take place at approx. the same time each day.

1) Hygiene practise

2) Music Nursery rhymes and movement as well as singing games.

3) Stories Conversation and speech

1) Hygiene practise

a) Cloakroom and lavatory training

Important part of training that children should be taught to visit lav: daily, can soon learn to dress and wash hands afterwards. Teacher must deal kindly and naturally with this subject. Must take accidents calmly.

b) washing

Must allow time. Children should fetch own towels. Turn on taps etc. Can pour if no water is laid on.

Needs supervision to prevent infection and to make it successful.

c) meals

Orange juice or something on arrival. Mid morning break, usually milk. Better to sit down at tables

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that call for concentration & attention, and will show a determination to carry them through. No formal work of any kind will be of any lasting value until the above stage is reached.

Through experimental playroom materials and objects the child will learn a great deal about the physical world, as a result he will learn to act sensibly and talk intelligently up to limit of capacity about current things and occurrences.

Intelligence Tests: "Measuring Intelligence" - Harrop.
"Testing Children's Development from 2-6" - Unwin.
Charts and records are much more valuable.
Teacher should be able to say whether children are average, above, or below, in Intelligence, bodily skill, social development, manipulative skill, memory.

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express his ideas, and learn to master materials.
d) Domestic play: - Home life - 'mothers and fathers' washing dolls, weedy houses.
Schools

Bus-drivers, shopkeepers, engine drivers etc.
e) Occupational play: - Milkmen, nurses, postmen.
A hat makes a difference they feel they really are the person then.
Gardening Pet-keeping

f) Social play - they sometimes like an audience.
Some children will want to watch.
concerts.

All children and adults relapse from time to time, especially when tired, into forms of activity which represent stages through which they have already passed.

No guarantee that he will stay at one stage he may go back. Play must be spontaneous and free if they are to be advantageous.

Results of free play: - As a result of widely ranged wisely arranged facilities for free play, most children will learn to occupy themselves with simple tasks.

Free Activities

Play begins when they come in the morning
Large toys are out, bricks available, cupboards open
Teacher's observation then begins

should be able to say to what stage in play
each child has arrived, ~~at~~ also what part

a) play is development.

Susan Isaacs — "play is indeed the breath of
life to the child, since it is through play activities
that he finds mental ease and can work
upon his wishes fears and fantasies
so as to integrate them into a living
personality"

Stages of play — a) Muscular or physical play
children of 2 or 3 find pleasure in mere exercise
of physical power — push, pull, throw and let fall
Nursery school tries to provide for these things
which can be used without danger — barrels,
planks, boxes, motor tines, carts, climbing frames.

b) Sensory play — water, sand & clay, Bricks
serve to develop touch and the appreciation of
the differences of hardness, texture, temperature

c) constructive and creative play
clay, plasticine, bits of woods, all kinds of
raw materials in which a child can

4) (Phantasy) toys and apparatus for dramatic
play — doll's house and furniture, Tea sets
baking and washing equipment, mechanical toys
dressing up materials. Shop post office, bus outfits

5) Sense training apparatus — beads, puzzles
fitting toys

6) Quiet time equipment : — Picture books, jig saws

All apparatus freely chosen by children.

No time-table — but there is a "Daily Programme"

"There will be no time-table in ordinary sense
of word, but Daily programme will have a
definite framework. — The activities or
pursuits of each day will be designed
mainly to develop senses to guide imagination
and to form useful habits

Daily programme

Free Activities.
(play)

Directed Act.
(walks, conversation,
music, chanting,
bodily hygiene)

and clearing.

Grace. Good manners

Natural development of child - Agatha Bowley.

Nursery years - Susan Isaacs.

Life in Nursery school - L. de Kisser.

Play and toys in nursery years - B. Tudor Hart &

E. Landau - Country life

Handbook of suggestions for teachers -

Toys and Appliances

Modern nursery schools owe a great deal to Froebel stressed great importance of play - "to child it is a serious occupation."

"Play is not trivial - guard and protect it"

Observation of the play of children has produced theories which have led to the foundation of the nursery school - Basic principle of nursery school should not be sense training and apparatus but play freely. Toys & appliances are scientifically chosen from observation of play.

4 categories of toys:-

- 1) Toys to increase muscular development
- 2) Materials for experiments with natural forces.
- 3) Materials for creative and constructive play.

Head teacher's room

Children should be quite happy to go there without fear and trepidation.

Place to see parents

Telephone.

Doctor's room

Scales and equipment kept there.

Medical inspection

Nurses visit

First aid equipment kept there

Should be no fear to go to this room.

Used in times of accident and isolation

Injections.

Can be used for a difficult child

Staff room

for qualified staff & helpers.

Kitchen

Cook must be fond of children, who will allow children to go into kitchen sometimes and help a little.

Nice unbreakable crockery.

Coloured tablecloths.

Special implements.

Staff will usually sit with children

Can do quite a lot of serving all laying

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should be covered with lime

Doors should be draftproof

Rugs and cushions which can be taken outside

As little furniture as possible

Piano

Curtains

Flowers and bulbs

Some pictures

Sleeping room

rotating stretcher beds. Each bed should have symbol stencilled on bed, appliqued on blanket and pillow so that child can recognise it.

Children fold own blankets and beds and put them away

Cloakroom & toilets

Low pegs - symbol

Low washbasins

Mirrors

Hot and cold water

Face flannel, towel, comb, toothbrush - at some schools parents provide these

Specially constructed low lavatories

Sometimes a bathroom

Children must acquire good habits of every kind

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In a good nursery school the child should find - space, security and affection

Accommodation and equipment (ideal)

Should be of bungalow type with long windows opening out on to well surfaced path.

Playground and if possible a garden and a covered portion

Site should be sunny, well lighted, airy but adequately warmed in winter

Should be a flower bed and a plot to dig in grass plot, a sandpit with tarpaulin cover

In a really good nursery school - see-saw, shoot, jungle gym, scrambling net, merry-go-round, carts and wheeled toys

Number of rooms vary. Not too large a nursery school, several small ones are better than one big one

Often two big rooms, day room and sleeping room, head teacher's room, doctor's room, staff room, kitchen, and cloakroom

Play room(s)

Specially made chairs and tables. Round walls should be low cupboards for toys and apparatus easily accessible to children, preferably doors that open outwards

Floors should not be wooden and if they are they

How aims are achieved :-

- 1) children are free to move about, can move tables chairs and beds without difficulty. Given opportunities to carry water, to balance themselves on planks, climbing on jungle gym. Encouraged to keep themselves tidy and clean. Natural urge to climb, Children love carrying heavy weights they feel an urge to do it, Nature's way of developing muscles etc.
- 2) Given opportunities to see how things 'work' and to experience and use different materials starting with elemental ones (clay, sand, water)
- 3) Learn to share toys and gifts with others. very necessary in so large a 'family' learn to play with and show consideration for ^{their} fellows
- 4) Given plenty of opportunities to feel and express delight in music, movement, colour, in flowers, birds and pets

Nursery school assists natural, healthy development by the health service run within its own walls.

Nutritious and well balanced meals are provided and frequent medical examinations take place.

Defective eyesight and hearing and dental decay are detected in their earliest stages also weakness of mental capacity, behaviour difficulties are noted and dealt with

A nursery school does not and cannot take the place of a good home. A good N.S. is better than a bad home.

Some advantages :- nursery teacher does not have to think of cooking, doing house etc. so she can give more time to children.

A lonely child is sometimes happier at a N.S.

Aims :- To assist healthy natural development in children by providing an environment which will both stimulate them and enable them :-

- 1) To gain bodily control and to grow physically in strength and grace. (physical)
- 2) To explore, understand and adapt themselves to the world of objects, materials and natural forces (mental)
- 3) To learn to live successfully and easily with others
- 4) To become interested in things capable of arousing their aesthetic and imaginative interests (spiritual, intellectual and moral)

At the same time the teacher should see that the activities and the direction preserve the natural curiosity and alertness of mind, that the ability to tackle problems is developed, that the child benefits by mistakes, learns from others and respects his own rights and those of others.

Progress should not be forced, it will only take place when a child is vitally interested in what he is doing.

The teacher is there to be ready to seize and use any opportunity for the development of new interests which mean the mental, moral or physical development of the child.

The Nursery School.

Aims :— Can admit children at the age of two and retains them till the age of five. - Very critical period between babyhood and early childhood.

Report of consultative committee.

"The fundamental purpose of a Nursery school is to reproduce the healthy conditions of a good nursery in a well managed home, and thus to provide an environment in which the health of the young child — physical, mental and moral — can be safeguarded."

Child must develop in his own time.

Always be able to give reasons for why children are doing things.

General hints on method.

- 1) Don't talk too quickly.
 - 2) Don't be afraid of repeating things.
 - 3) Keep small children within your vision particularly if you are talking to them.
 - 4) Wear bright and attractive overall or clothes.
- Room should be cheerful.

Activity should not mean chaos.

Activity with a bad teacher is hopeless.

Hardest method of teaching if doing it properly. There may be noise if it is ~~pos~~ purposeful.

All activities should be purposeful.

Things must come from child's own interest.

Teacher must see that activities lead ~~on~~ ^{on} to towards formation of :—

- 1) good habits
- 2) development of initiative
- 3) " " " understanding
- 4) power of concentration.

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- 4) Believed in listening to children's conversations with each other, from this gained knowledge of interests on which to base her activities.
- 5) Believed children needed love and security, acknowledged need and tried to meet it in her own work by sympathy and sincerity in dealing with children, at some time exerting kindly but firm control.
- 6) For full development (mental & physical) of child we as teachers must provide an environment in which the child can be free to explore and discover his own powers and his own limitations and yet at the same time provide an ordered framework in which he will feel safe and important.

Good Qualities in Infant teacher necessary.

1. Love of children
2. Sense of humour.
3. Acting ability

Avoid baby talk, treat them as little people.
Don't talk down to children.

A child must learn through experience, as far as possible he must proceed from familiar to unfamiliar.

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Susan Isaacs

One of the people who started activities with large classes.

Grew out of scientific study of the child.

Studied children's growth in all aspects:-

- | | |
|-----------------|---|
| 1. physical, | } |
| 2. Intellectual | |
| 3. Social | |
| 4. Emotional | |

She believed we must base our teaching methods on our knowledge of children derived from careful observation of them.

Sincere interest in the child.

Features of her teaching:-

- 1) laid emphasise on children's freely chosen activities and their interest in the world around them.
 - 2) Completely respect child's play
 - 3) Believed and found through her own experience that it is the child's doing, the child's active social experience and his own thinking and talking that are the chief means of his education.
- She said:- Belief It is stillness we must justify not movement.

Scrap book.

Illustrating stories.

Making doll's clothes.

Messengers.

Puppets.

Visits to libraries to search for information.

How to use a Dictionary.

..... Directory.

..... Telephone book.

How to make a telephone call.

Maps in clay.

Maps in picture.

Measuring.

Land surveying.

Weather.

Climate.

Children of other lands.

Rations.

Stamp collecting.

History.

Visits to museums etc.

Sketches or models of places.

Model of old time village.

of activity in school.

9. It is necessary to plan the first experience the work should then develop naturally from experiment to experiment until the interest is getting exhausted.

10. Activity is a method and not just an occupation it should apply to the whole life of the school.

11. Activity methods do not mean taking children away from books or the contrary they use every available book in which to search for knowledge.

Activities in primary school 7+ - 11.

Keeping pets.

Gardening.

Library.

House wifery.

Learning about school (how school is run - caretaker).

Woodwork.

Furnishing doll's house.

Making bamboo pipes.

Study of early writing.

Electrifying.

Self-government.

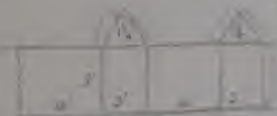
Prison trust.

1. Activity means - learn by doing
Children are actively engaged in searching for knowledge themselves, instead of merely receiving knowledge we impart to them.
2. The activity must be determined by the space available.
3. It should apply to the whole life of the school and not just one time set apart otherwise it is not correlated to other lessons and is looked upon as a separate lesson.
4. Although at first a little teacher direction may be necessary all children should take part.
5. Activities must be purposeful otherwise they are of less value than the formal lesson.
6. Experience, experiment, and activity are the channels through which junior children should build up a lasting knowledge.
7. The activity must spring naturally out of their immediate environment, this contact with the environment gives the experience through which their interest is aroused.
8. It is the active participation in experience and experiment that constitute the essence

Backward children should always be given a job of responsibility which they can undertake with success. A sorter. Make a stamper of cork or potato. Have a letter writing table, small pots of paste for sticking down envelopes. Arrange for delivery of letters. Time allowed for reading letters. Teacher can send letters to the children. Deliveries to other countries, and ships. Air mail. Keeping accounts, postman enters takings on a wall sheet, end of week the total is added up. Toy telephones may be used, make it as real as possible, telephone directory. Telegrams. Lesson on how to shorten telegram, Telegraph boy. Post-office bulletin with any wants on it.

Old Lob or Farm project

House Front $4" \times 2" \times 3"$



Roof. $4\frac{3}{4}"$ deep.

$4\frac{1}{2}"$ wide.

Hen coop. $2" \times 2" \times 2"$

$4\frac{3}{4}"$ deep.



use match-sticks for rungs.

Post office

Suitable for 7 year olds. Orange boxes connected by a plank can be used for a counter. the grill can be made of wire netting or a framework of lathes with tin tacks.

Box should be placed near the counter and a slit cut for posting. Shelf at back for stationery with partitions put in.

Equipment - class to volunteer for following jobs:-

- 1) making stationery.
- 2) Cutting postcards & labelling them.
- 3) Folding notepaper.
- 4) Cutting & gumming simple envelopes.
- 5) making & putting out used stamps.

To make stamps take pieces of gummed paper which the children will perforate, mark stamps, and have them sorted out.

- 3) cutting out coins.
- 4) Writing notices suggest by the children.
- 5) Sketching canvas bags for collection of letters.

Materials must be ready for the children.

Teacher's Information:- Before post office opens there will be a discussion about the use of the post office. How to address envelopes etc.

Opening of the Post Office

2 postmasters should be chosen

1) paint the face with bold strokes. 1) add crepe hair in any fashion preferred by the children. Clothes - This will depend upon the person or character to be represented. A plain calico garment is suggested for a basic garment which will be permanent & the garments must be wide enough to cover the child's hand, the sleeves must be wide to receive the thumb and second finger of puppeteer. A good selection of materials are required, hands are cut from pieces of wash leather and sewn to the ends of sleeves.

The Puppet Theatre This must be arranged so that the children are below the stage and puppeteers must practice their hands so that the puppets do not walk on their knees or in the air. curtains are necessary - Scenes can be painted and slipped into the back of the stage. Space should be left between the floor of the stage and the backset, so that the children can push up the puppets while they hide themselves.

Plays are made up the children from stories and poems, and built up in the same way as their plays they act themselves.

2. Materials.

Plasticene or clay. Thin paper of several colours.
gripise. Small stiff brushes. Rather than tubular
cardboard. Paint. Small quantity of crepe hair or wool.
piece of wood or stiff cardboard.

Method: — a) Take a piece of plasticene about the
size of an egg.
b) Lay this on the stiff card and proceed to model.
use clay tools or a pencil, make the chin and nose
prominent and the eyes deepset. c) Tear up tissue paper
into small pieces and paste with stiff brush all over
head and face, be sparing with gripise d) add other
coverings of tissue paper until 5 or 6 layers are complete.
If different colours are used one can see each layer
has covered its predecessor. e) Put aside to dry
thoroughly, and it will be found that a satisfactory
skin has been formed. f) Scrape the head from the board
carefully, gouge out plasticene interior, leave a little
behind the face, ~~on~~ the children will need help with
this. g) Cut a length of tubular cardboard, it should be
long enough to fit into the back of the head, leave a
neck through which the child's first finger can be
inserted. h) arrange lengths of newspaper into rolls
and fit round the tube in the head so that it is
secure. Hair will cover bulk.

Cinema

This appeals to 6 and 7 year olds and usually a spontaneous
effort.

1. A suggestion from the teacher.
2. The structure. makes it from a fairly large box
without a lid. A piece of dowelling 1 inch thick is
placed at top and bottom through slots for winding
and unwinding reels, a handle can be fixed onto the
top.
3. The film, can be made by any number of children
many subjects are suitable, and any project in hand
can be filmed.
4. A box office in connection with cinema can be set up,
and tickets made.

Puppet and Puppet-shows.

Are not among spontaneous activities of the children of
infant school age. Older children receive the idea
with enthusiasm. These shows do not take the
place of the children's own acting.

1. Making the puppet — this is tedious work
for small fingers, but it is usually possible to
find a group of 7 year olds who will be
interested, the others will make the clothes
and arrange the theatre, tickets, programmes etc.

Shopping (continued)

Opening the shop.

Children will be anxious for opening of shop, not necessary to wait until everything is finished, when they think they're enough, let them arrange the goods and see what else they need. Discussion on prices. Children make own labels, with good bold figures. Name of shop and any slogans or advertisements should be written. Notice of opening day.

Organisation of shopping.

Box of cardboard coin needed.

List of jobs for children so there is no dispute.

When it is a class shop the teacher will organise the shopping groups and other children will be suitably occupied.

Shoppers for the day should total up takings on a wall sheet.

Takings redistributed for next week's shopping. Goods to be returned to the shop each day. At intervals there should be a sale into the goods taken home, so there is an opportunity for restocking the shop.

The making of goods does not stop when the shop is opened, but continues side by side with shopping activities. Continued need for bags, new tickets etc.

Project - an idea which is being carried out in a practical way. A scheme or plan put forward (on a chosen subject) in a practical way to represent this chosen subject. To make a solid representation of the idea by means of models.

The way to set about the project is 1) choose subject.

2) Note down ideas.

3) Note the space available in the room where the project is to be formulated as ideas may have to be limited by the available space.

4) The time to be given to the project must be considered.

5) Make a list of activities to be included in the project.

6) If the activity is to last some weeks, space out these activities to cover the time available. Plan to get a certain amount done each week.

7) Introduce subject to the children.

8) Get suggestions from them and make a note of these.

9) Let children suggest how they can help to collect material.

Homes. Shops with real things - dried peas, lentils etc. must have jars to put things in. hot of control? not to upset things.

Greengrocer - fruit made from clay, could also have florist, plenty of boxes needed

Tobacconist and paper shop. - empty cigarette packets, could make cigarettes. Spills, clay pipes, packets of tobacco in silver paper. Newspapers could be cut up: Newspaper round, can go round to homes.

Stationery - made out of kitchen paper. make some picture books. Pencils.

Chemist shop. - dummy boxes, & packets, pill boxes and all sorts of little bottles, tins. make pills of clay.

Soap. don't make poisonous medicines and pills. measuring glass, use cotton wool.

Dressmakers, & milliner. - paper hats, old feathers & flowers. Sell bundles of stuff. lengths of tape, buttons, threads, cotton reels. bows, ties.

Sweet shop - empty jars and boxes, make sweets. and wrap them up, arrange boxes of chocolates. painted bars of chocolate.

Toy shop - make cars and boats from matchboxes and date boxes, paper windmills, peg dolls dressed. furniture from boxes, necklaces, pipe cleaner men.

Borrowers and rounds - make carts

Various activities in detail and projects

Shops - should be a permanent one in each classroom, this will employ a group of people and can also be used in number activities.

1. Should not be too many articles in the shop.
2. At first the children do not play realistically, they experiment and use it for all kinds of pretend games.
3. Should be large enough for two children to play behind the counter, it need not be at all elaborate and it is best made by the children from boxes and planks. Orange boxes turned with insides to face sellers. makes will give good shelves behind counter. and the children must smooth the wood and paint it.

Grocer - consists of empty packets of all sorts of things. packets must be marked with price. With older children do weighing and measuring. Have to have a list of goods of controlled prices. Have cardboard money. pieces of rag for dusters, empty polish tins, make raffia rooms. clay tablets of soap, painted and varnished. paper bags. cleaning department to keep it clean.

Dairy - local dairies will supply dummy bottles, and blocks of dummy butter, or make models out of cardboard. Cheese boxes. eggs made of clay. coloured water for milk. Milk round, which brings in

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a) Jig-saw puzzles. hammering apparatus. bead threading
bricks, plasticine, pencils, crayons.

Plenty of newspaper, feathers, bits of material,
blunt needles, coloured thread, old cotton reels,
matchsticks, matchboxes. Date boxes. toilet rolls
cardboard,

b) Reading sheets, letters on cards with pictures (jigsaw),
big wooden letters which they can draw round.
plasticine letters, fit words under pictures.
Children should not begin by learning sounds alone,
but have news sheet - with something that has recently
happened, with pictures by them stuck on.
Also pictures cut of the papers that they have
brought.

c) Incidental number work.

consists of 1) language - a lot, a few etc. a boxfull.

2) Rhymes (Ten little nigger boys etc)

3) Preliminary counting

4) Number games - quoits, Dominoes, skittles.

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Marion Richardson method.

or tracing words and letters.

Making letters in the sand. Making letters with plasticine
Copy letters. Write his own name.

Approach to Number.

Incidental counting in daily life.

Counters and beads. shells, marbles, coins.

Subtraction - '4 pencils, give me one'

Count pages in book.

Counting rhymes

Games like hide, snap, fish ponds, dominoes.

skittles, marbles, weighing & measuring.

Keep scores for games.

Set own sums using dice.

Various Activities.

1. Directed.

2. Undirected.

a) General Activities with apparatus and materials.

b) Pre-reading Activities

c) Pre-number. "

d) Musical. "

e) Dramatic. "

- 2 Free active play for physical development, including simple P.T. lessons.
- 3 Dramatic and constructive play, occupation with varied materials, for purpose of muscular, sensory and intellectual development
- 4 Story telling, including bible stories, nature law, dramatisation. Discussion arising from looking at pictures and objects, leading to extension of common knowledge, leading to acquisition of wider vocabulary
- 5 Rhythmic work and singing
- 6 Approach to reading and numbers arising out of play activities and centres of interest

At 6 years child should be ready to read

Approach to reading

Reading may be definitely introduced at 6 or incidentally, Directly or indirectly.

Teach them to read on walks — sign posts etc.
or on tops indoors, working on paper bags etc.

Reading games. Letter childrens drawings and make sentences from them.

From centres of interest. Railway Station.

Approach to writing

Free drawing and painting

Cutting shapes. Tracing round shapes.

Toys for Co-ordination:-

Also jig-saw puzzles.

Sorting games

Threading ~~beads~~ beads.

Making patterns.

Here teacher enlarges vocabulary of children.

Drawing and Painting:-

plenty of cheap paper, large brushes, powder paint. At first it should be experimental.

Dressing-up box.

Teacher must help with speech-training, must speak well to the children.

Finger play — Like 'Here's the ladies knives & forks'
Stories — Like 'Little Black Sambo'

Child of 5 ready for fairy Tales.

5-7 year olds.

5 year old needs nursery conditions, as well as those of older children.

longer and more involved stories and rhymes.
more advanced books in the book corner. Wooden letters.
Paste and scissors and more difficult jigsaws.

1 Exercise of practical life, to develop responsibility
sweeping, dusting etc

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The child from 3-5

Activities provide for these.

Environment

Should be for child's freedom and self-help
Always have garden as well as room.

Garden should be partly paved, so suitable
for all weather, Plot of grass, paths, flowers
and trees. Room to play freely with pedal toys

Paddling pool. Slide. Jungle Jim. Steps
to climb, swing or motor type, see saw
hoops prams. gardens, bird table, sand pit.

Inside

Plenty of floor space

Mats and rugs.

Place to store beds, alcove for blankets

Suitable furniture

A little sand trough or deep tray
water

Wendy House with furniture, saucepans
washing things etc.

Clay

Bricks

Hammering toys

Toys which fit together.

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Nature walks. - not just for sake of exercise.

Excursion to find something special. Walk to get
flowers to paint. Walk with a purpose. Don't
forget to show children sky. Walk in which
teacher leaves everything to the children, or else
she could show them various things.

Nature Stories

Keep pets. - Snails, white mice, rabbits.
guinea pig - cat, tortoise

Bird-table to attract birds, so that the children
can watch the birds.

Nature Poems.

Rossetti's poem on wind.

Poem about months.

Some by R. L. Stevenson.

Not too poetical poems.

School Gardens.

Arranging flowers or twigs, leaves etc.

The fly - from the 'Songs of Childhood', by
Walter de la Mare.

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(could) have story-teller, with the rest miming.

Acting poems - might assist upon them learning them.

Ballads and choruses for bigger children - 10 year olds.

Could act bible stories.

Swinging games are important

Let children make their own caps & properties when possible. Older children could make own dresses.

Can do all sorts of plays with puppets.

- Teacher should prepare children's voices beforehand, get them to throw their voices forward, in reading poems etc.

Speech games, ~~th~~ make them pronounce things really well. Tongue twisters, games with words in, to pronounce well, e.g. I went to the farm and saw :- a pig, a cow etc. Can get very clear speech by first getting them to whisper.

Nature in the Activity School.

Nature in the class-room :- in a table.

Keep flowers, caterpillars, acorns, lettuce, radishes, hyacinth bulbs, mustard and cress etc

Miniature Gardens.

Pictures by the nature table

weather chart. - weather child. Chart like a clock.

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About half a dozen children come in and act something e.g. a bus.

Acting nursery rhymes.

Acting stories - preferably not done directly after story is told.

For older children 'Winnie the Pooh', 'Alice in Wonderland' etc.

Don't leave any children out of the play even if they are only trees etc. It doesn't matter so much when they are older, but when they are young they don't just like watching. Have one child in charge of properties. Let them write it down or let them ~~write it~~ tell you what to write, or only decide what to say, but don't just leave them to do it. Might let them try doing it straight away to begin with, but it will be rather feeble, so then write it down - dictated by them - or let them write it.

Doing or being things - make them be a proud man, a haughty lady etc. or 'the king knelt humbly, the queen walked daintily' Could use this as a grammar exercise - adverbs and adjectives

Have a procession at beginning or end of play, so that they all march in.

Over 5's.

All other kinds of shops, buses etc. Harbours, docks, historical models and dressing up also geographical dressing up.

Roads and road signs - safety first drill. Trains milkmen.

Lead from child's own wishes, don't press them, their ideas as much as possible with a little help from teacher.

A good picture would make the point clear to the children, rather than have a muddle in their brain.

If children don't behave - might send them over to the quiet corner to read.

Puppets for bigger children.

Dramatisation in Activity School.

There is usually an ^{dressing up} acting - box for the younger children.

Have games in which some children are acting and others are guessing e.g. charades.

^{in groups dressing game} Children in a ring sing:-

"We hope you've had a pleasant walk,
Please show us what you've seen,
And we will do our very best
To guess just what you mean."

children have no interest at all - help these children with a little direction

Times set apart for class discussion about interesting subjects. Nursery & Infant school society call this news period. Informality is very important.

Expeditions.

Now an accepted part of Junior & senior school life, also infant school. Many activities derived from expeditions - might want to make houses or something.

Extension of Interests.

Teacher should have ideas for development of interests e.g. children who are interested in dairy farms might go and see one and then make one.

Children nearly always choose sweet shops for their shop. Elder ^{children} choose grocers shop, or toy shop.

Buses lead to politeness besides other things.

Party is nice thing to have, or playing at home.

Under 5's.

Playing at home - simple cooking, tea parties. Any sort of house - play dust, sweep etc. Sweet shop.

Celebrating a birthday or Christmas.

it out.

Sometimes there is far too much noise. Keep them happily occupied then there won't be noise.

Questions. If a child asks 7 questions and he is snubbed, he won't ask any more. Answer questions immediately, if you don't know, go and look it up in a book, with him.

If children want teacher to join in, she should agree to take part.

When to Instruct

No teacher can watch a child cutting with scissors the wrong way, can help correcting him, by showing him.

Don't be afraid to let children hammer.

Tate sugar boxes good for making things. ✓

Particular child - may be a bit backwards - but not a problem child.

Teacher Direction.

If certain children constantly draw engines - you should provide books on engines etc, because they will be interested. If they are interested in anything provide pictures etc.

choice of instruction should be influenced by interest noticed. May find a group interest. Some

Cultivate a capacity for passive watchfulness. Occasions may arise which call for actions on teachers part, has to use good judgement. Knowledge of greatest value when sought after by the children.

Good for teacher to become one of the children. When to Influence choice.

Is it wise to interfere with child who comes and does nothing but stand and stare.

Sometimes doing nothing is in nature of having a rest.

Some children have no initiative, so they have to have a few suggestions. If the child lacks initiative - might take her to water play or something and you do something and then she may respond, or else then ask her what she will do. If she does nothing might try again a little later. Imitation plays a great part with young children, therefore teacher ought always to stand well etc. Weaker children are influenced by stronger charactered ones.

Insertive child: - who takes material from other children, or will interrupt others. If he is dealt with harshly he may lack confidence in future. Disagreements are quite natural - so let them argue

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Discovery - child activities must lead on to children finding out that he wants to read, write, & do number.

If a child is interested in something let him write it down in a book.

Activities must centre round child's life.

Bus - good for teaching number.

Children who do activities until 7 learn more between 7 & 8, than children between 6 & 8 who do ordinary curriculum.

Always have plenty of space for activities.

Water Play. for under 7s

This is essential, and old bath will do, have measures, milk bottles, tumblers, so that they learn their pint tables. Never mind mess with water, don't get cross. A funnel with some rubber tubing for water play.

Have a book corner.

Deal with parents tactfully and explain to them why they do not necessarily start working straight away. Grave harm may be done to a child if he starts working too young.

3. The Role of the Teacher.

The work of teacher during activity period is ~~most~~ more subtle than any direct teaching.

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alright. Sometimes have a time of silence if they are too noisy. No way has been found of teaching 3 R's in activities for older children. Activities is really a result of the war, everyone seeking freedom.

Probably will be a lot of noise until they get used to new conditions.

No superiority in a school of under 12 years. Everyone should take a share, so they all get varied jobs.

Teacher must leave the children free, they will ask for help, not force her help on them.

Dryad handicrafts Leicester.

Ford and Marjorie Abbott, 94 Wimpole St. W.1.

Philip and Tacey, 69 Hight St. Fulham S.W.6.

Arnold & Son Ltd. Batterley St. Leeds.

Painting materials:-

Bryce Smith Ltd, 117. Hampstead road. N.W.1.

Windsor & Newton, Rathbone place. W.1.

2. Make Believe.

Children dress up to act, they turn boxes into trains etc. They also investigate. Give child enough freedom to finish what he is doing. Make believe often goes before construction. ✓

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Tools. Rounded scissors, one or two pointed pairs, large egg-eyed needles, a few rulers. Hammers including one with a ~~claw~~ claw. Wooden bricks, smaller bricks, a few boards. [Floor Games - H.G. Wells.] Planks of wood, branches of trees, paints in powder form, large brushes, good sized paper, Canvas, Cold water paste, gum and glue, pieces of rag and small sponges.

Making or constructive games.

Making should include all activities which children enjoy in their games. e.g. Tug faws, Peg games, coloured gum paper, coloured pencils, Meccano, minibricks, beads (thread with plastic water) old table or bench for hammering.

Sometimes material is arranged in groups, and children can sit where they like. Or having activities going on whole morning with group teaching at same time until you take P.N.E.U. time - such as geography, Scripture story etc.

Always ask children to put down cloths etc. and make them put it away. Make the children give out things.

Warn children to be kind and not to fight over materials. If he is greedy take him outside and tell him off. If atmosphere is friendly and they are given right amount of freedom, everything will be

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They work quickly and carelessly. Child often tries and fails, he has to find out, learns about various material. When the job is completed he feels satisfied.

Length of period.

As long as possible. One hour everyday for 6 & 7 years. No value if it is less than one hour. But each teacher should decide for herself.

Some schools have one staff in each room for each subject and children can go where they like. This happens one morning a week.

Materials. Ages 6-7

Children need not have a pair of scissors each. Have a book of their own to get on with when they like and how they like.

Raw materials. - clay. plasterine is a good substitute, should have large pieces. Sand invaluable for building, measuring etc. should be put in large zinc-lined tray. Water - toys for pouring, measuring etc.

All kinds of wood.

All kinds of paper particularly gummed paper and cellophane, cardboard. Raffia, coloured wools and anything out of the rag-bag, boxes, seed catalogues, cotton reels and string, buttons, tin lids, pieces of wire, insides of clocks, corks, stones, shells, matchboxes.

so that they can make their own discoveries.

Real child activity means children talk, argue, discuss together etc. They learn to take turns, to lead, to follow etc. Deepens understanding of each other.

Young child undertakes many projects in his own play.

Project method is an attempt to make things they see outside and make it the centre of their project.

It isn't reasonable to insist that all children should be interested in one problem.

Young children aren't ready to co-operate in one problem.

Best is to provide toys and materials and let them work on their own and make what they like.

5-7 years. Measuring, weighing, shopping, cutting, hammering etc.

2-5 years. Washing, building, pushing something along, weddings, hospitals, funerals, scrub floors, clean tables.

Native personality of each child is in action.

Undirected 2-5 years.

Shelves low enough for children to reach, wide, no curtains, no doors. No ugly or useless pieces of furniture. Pictures not too high up. No time table up. Nice coloured prints, change pictures sometime.

Making things

Small children always make things as they play.

10 Play (The theory)

Summing up or conclusions.

The Active Child

Child up to 5 years happy when doing things.

Young children must make noise and messes, run, jump, knock down.

Sitting still may be enjoyed in story time or as a very short game, but it is harmful for any length of time - want to explore and do things for themselves, sitting still leads to bad temper and interferes with development of child.

How to balance and control his movements.

The child to find his own powers within himself.

Each time they land successfully on their own feet they get confidence.

Impossible to do without teacher in activities lesson.

Drama, music and nature might be called directed activities.

Dictated Activities :- word of command, teachers blackboard and chalk, homework lesson which goes from stage to stage. Opportunity to work on their own.

Verse-making :- teachers skill in way she lets child create for himself, teacher can stimulate.

Observation i) bird study k) school pets l) school gardens
m) waste ground n) stories o) Reading and nature
experience p) The bulbs sale and seeds shop.

5 year olds.

a) The nursery conditions of 5 year olds b) Activities of
older children which are suitable for 5 year olds.
c) stories d) Environment of 5 year olds e) Children at
play f) The teachers contribution g) The book corner
h) Incidental reading experience i) Reading games
j) Naming games k) The daily news sheet l) The wall
story m) children who won't read before 6 n) Experiences
in number o) counting material p) Writing (Marion
Richardson method)

8 Activity in the Nursery Class.

a) The Earliest age to nursery b) Equipment c) Toys
and apparatus d) toys which increase confidence and
exercise physical powers e) making things
f) Investigations g) the time table h) Arrival
i) News time and music j) end of the morning k) afternoon
l) The children's play m) habit training

9 Activities in the One class School.

a) Rest b) Equipment for 6 & 7 year olds c) the daily
programme d) Afternoons.

5 Various Activities

~~See~~ Shops. greengrocer, fruiterer, chemist, dressmaker, milliner,
sweet, toy, village, school.

Pictures Screen Cinema, puppets and puppet shows,
marionettes, houses and flats, towns and villages,
ships.

a) Post Office b) bank c) trains d) buses and cars
e) aeroplanes f) Doctors and hospitals g) Coalmines
h) a farm i) park j) pet show k) cooking
l) Domestic duties m) birthday celebrations n) quiet
corner.

6 Drama

a) Teacher's Direction, b) Important points to
remember c) Dramatising simple everyday activities
d) Original plays e) Traditional fairy tales f) Nursery
tales g) Stories of everyday children, h) Bible stories
i) Myths and legends j) Dramatisation of poems
k) properties l) Games for improvement of speech.

7 Nature Experiences.

a) Nature table b) Seasonal displays c) Indoor garden
d) Aquarium etc. e) Display of weeds and wild flowers.
f) expeditions g) investigation table h) The place of
nature experience on the time table i) weather

Activities Method

Introductory

- 1) Active child 2) Actively in the school.

1. Undirected Activity.

- a) Making things b) length of period c) Arrangement of materials d) Suggestions of materials between the ages of 6 & 7. e) Raw materials f) Discarded materials g) Other tools i) Constructive ~~toys~~ games j) Storage of unfinished work k) Question of fitness.

2. Make Believe

Materials for Make believe play.

3. The Role of the Teacher

- a) When to influence choice b) When to interfere c) Children's questions d) Playing with the children e) Fresh stimulation f) When to instruct g) The teacher's knowledge

4. Teacher Direction.

- a) Class discussions b) Stories and interests c) Expectations and interests d) Extension of interests e) Indirected activity f) the three 'R's

Activities combined with P.N.E.U. programme

P.N.E.U. time table for I.B.

P.N.E.U. method for playroom and upper playroom.

Place of Time tables in activities

Class organisation for number activities

Syllabus of work & syllabus of activities

Records during activities

Observation during activities

Problems which may arise

Students approach & method

Points observed & noticed in I.B., upper playroom & playroom
Especially with particular children.

How to prepare to conduct activities in a) groups 3-5 years.

b) groups 5-7 years c) groups 3-7 years.